



CLASS ROOM MANAGEMENT: TECHNIQUES AND STRATEGIES – REVIEW

Saurabh Kumar

Department of Microbiology, NIMS University, Shobha Nagar, Delhi-Jaipur Highway, Jaipur – 303121, Rajasthan.

ABSTRACT

Classroom management refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur". Research over the past 30 years indicates these rituals and routines as cornerstones of classroom management are critical to effective teaching and learning. In a poorly managed classroom, teachers struggle to teach and students usually learn less than they should, and there are abundance of discipline issue while a well-managed classroom provides an environment in which teaching and learning can flourish.

KEYWORDS: Classroom management, Teaching and learning.

INTRODUCTION

Classroom management refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur" (Martin & Sugarman, p.9, 1993). Research on student-directed management approaches, which is rooted in the belief that students have the primary responsibility for controlling their behavior and are capable of controlling their behavior; identify teachers adopting the following classroom management concepts: student ownership, student choice, community, conflict resolution, natural consequences, and restitution (Levin, 2000). Research over the past 30 years indicates these rituals and routines as cornerstones of classroom management are critical to effective teaching and learning. In a poorly managed classroom, teachers struggle to teach and students usually learn less than they should, and there are abundance of discipline issues (Martin & Sugarman, 1993; Rose & Gallup, 2004) while a well-managed classroom provides an environment in which teaching and learning can flourish (Marzano, et. al., 2003).

Evertson and Weinstein (2006) refer in their definition of classroom management to the actions teachers take to create a supportive environment for the academic and social emotional learning of students.

Brophy (2006) presents a similar definition: "Classroom management refers to actions taken to create and maintain a learning environment conducive to successful instruction (arranging the physical environment, establishing rules and procedures, maintaining students' attention to lessons and engagement in activities)". They describe five types of actions. In order to attain a high quality of classroom management, teachers must

- (1) develop caring, supportive relationships with and among students and
- (2) Organize and implement instruction in ways that optimize students' access to learning. The importance of developing favorable teacher-student relationships is also expressed by Marzano et al. (2003).

Additionally, Evertson and Weinstein (2006) state that teachers should (3) encourage students' engagement in academic tasks, which can be done by using group management methods (e.g., by establishing rules and classroom procedures, see Marzano et al., 2003).

Teachers must (4) promote the development of students' social skills and self-regulation. Marzano et al. (2003) refer to this as making students responsible for their behavior.

Finally, Evertson and Weinstein (2006) state that teachers should be able to (5) use appropriate interventions to assist students with behavior problems. The last two actions proposed by Evertson and Weinstein (2006) indicate that effective classroom management improves student behavior. Hence, classroom management is an ongoing interaction between teachers and their students. From the student's perspective, effective classroom management involves clear communication of behavioral and academic expectations as well as a cooperative learning environment (Allen, J.D, 1986)

Preventive approaches to classroom management involve creating a positive classroom community with mutual respect between teacher and student. Teachers using the preventive approach offer warmth, acceptance, and support unconditionally – not based on a student's behavior. Fair rules and consequences are established and students are given frequent and consistent feedback regarding their behavior (Bear, G.G., 2008)

Preventive techniques also involve the strategic use of praise and rewards to inform students about their behavior rather than as a means of controlling student behavior. To use rewards to inform students about their behavior, teachers must emphasize the value of the behavior that is rewarded and also explain to students the specific skills they demonstrated to earn the reward. Teachers should also encourage student collaboration in selecting rewards and defining appropriate behaviors that earn rewards (Bear, G.G et. al., 2005)

Culturally responsive classroom management (CRCM) is a pedagogical approach and natural extension of culturally responsive teaching, which uses students' backgrounds, rendering of social experiences, prior knowledge, and learning styles in daily lessons. Teachers, as culturally responsive classroom managers, recognize their biases and values and reflect on how these influence their expectations for behavior and their interactions with students as well as what learning looks like. There is extensive research on traditional classroom management and a myriad of resources available on how to deal with behavior issues. Conversely, there is little research on CRCM, despite the fact that teachers who lack cultural competence often experience problems in this area ("Culturally responsive classroom management strategies". www.steinhardt.nyu.edu/metrocenter)

The Good Behavior Game (GBG) is a "classroom-level approach to behavior management" that was originally used in 1969 by Barrish, Saunders, and Wolf. The GBG can be used to increase desired behaviors (e.g., question asking) or to decrease undesired behaviors (e.g., out of seat behavior). The GBG has been used with preschoolers as well as adolescents; however most applications have been used with typically developing students (i.e., those without developmental disabilities). In addition, the Game "is usually popular with and acceptable to students and teachers (Tingstrom, D.H et. al., 2006)

In positive classrooms student participation and collaboration are encouraged in a safe environment that has been created. A positive classroom environment can be encouraged by being consistent with expectations, using students' names, providing choices when possible, and having an overall trust in students. Discipline without Stress (or DWS) is a K-12 discipline and learning approach developed by Marvin Marshall described in his 2001 book, Discipline without Stress, Punishments or Rewards (Marvin Marshall, 2001).

Dr. Tracey Garrett also describes classroom management as a process of key tasks teachers must perform to develop an environment conducive to learning. These tasks include:

- Organizing the physical environment
- Establishing rules and routines
- Developing caring relationships
- Implementing engaging instruction
- Preventing and responding to discipline problems

METHOD

In the literature search, which was aimed at identifying studies in which the effectiveness of classroom management programs and their accompanying strategies was investigated, I have included the online databases. I focused on peer-reviewed journal articles and abstract collections. The keyword searches included the following terms: classroom management, classroom organization/organization, behaviour (al) management, classroom technique(s) teacher/teaching strategy/strategies, classroom discipline, group contingency/contingencies.

CONCLUSIONS

In a poorly managed classroom, teachers struggle to teach and students usually learn less than they should, and there are abundance of discipline issues (Martin & Sugarman, 1993; Rose & Gallup, 2004) while a well-managed classroom provides an environment in which teaching and learning can flourish (Marzano, et. al., 2003). Teachers using the preventive approach offer warmth, acceptance, and support unconditionally – not based on a student's behavior. Teachers, as culturally responsive classroom managers, recognize their biases and values and reflect on how these influence their expectations for behavior and their interactions with students as well as what learning looks like. The GBG can be used to increase desired behaviors (e.g., question asking) or to decrease undesired behaviors (e.g., out of seat behavior) and are encouraged in a safe environment that has been created. A positive classroom environment can be encouraged by being consistent with expectations, using students' names, providing choices when possible, and having an overall trust in students.

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